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ABSTRACT

This personnel involvement evaluation training model facilitated communication, participation, and involvement of a highly diverse multidisciplinary group. This group consisted of developmental psychologists, educational psychologists, early childhood educators, home economists, day-care specialists, people from the welfare department, and representatives from a variety of funding agencies. Presenters felt that the workshop's high degree of success, measured partly by participants' willingness to implement the information presented, was in a large part due to the model that was used in the development and evaluation of the workshops. The uniqueness of the evaluation model tries to emphasis placed on the involvement of the personnel in developing all components of the training model. The model presented in this paper was specifically developed for community day-care centers. However, because it emphasizes personnel involvement, need assessments for relevancy, and evaluation feedback for more effective training, the model may have a great deal of practical applicability for a wide range of community service programs. (Author)

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AN EVALUATION MODEL EMPHASIZING PERSONNEL INVOLVEMENT: A MOTIVATIONAL AND LEARNING APPROACH

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AN EVALUATION MODEL EMPHASIZING PERSONNEL INVOLVEMENT: A MOTIVATIONAL AND LEARNING APPROACH

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ABSTRACT

The model presented was developed for the training and evaluation of twenty-four, Title XX, community day care centers. The uniqueness of the evaluation model lies in the emphasis placed on the involvement of the personnel in the evaluation process and in the development of all components of the training model. The data from these day care centers supported the high success of the training model and the usefulness of the evaluation/training model for facilitating communication between a highly diverse, multidisciplinary group. The potential application and implications of this model to other community service training projects will also be discussed.

Classically, evaluation strategies may be best summarized by looking at approaches such as the "decision-objective model" as represented by Tyler (1942), Provus (1971), Hammond (1969) and Metessel & Michael (1967), "judgmental-models" best represented by the work of Scriven (1967, 1972, 1974, 1975), and Stake (1967, 1970); and "decision-management model" or sometimes called the "process-model" best represented by the works of Stufflebeam, Foley, Gephart, Guba, Hammond, Merriman and Provus (1971), Alkin 1969. Another approach is not so much an evaluation model but is concerned more with the need for evaluations to be sensitive to the various vested interest groups involved ("mulitiple-stakeholders") Stake (1975), Stenner(1976), Colman (1972) and Eichelberger (1978) represent this approach.

The last type of model to be discussed, and the one which will be emphasized with some data from a demonstration project, is an "evaluation model emphasizing personnel involvement: a motivational and learning approach." This is represented by Newman, Deitchman, Williams, Roberts, Herskowitz, Atwood, Leyden, McClendon, Turner & Diezman (1978).

The Decision-Objective Model: While it is impossible to adequately discuss each of these models in detail, the basic underlying concept of this group of models is that the goals are specified objectives and are stated in some measurable terms, and evaluations are then conducted to determine the achievement of these objectives. Then the evaluation information is used as feedback to revise the program objectives or instructional procedures. This approach has also been used by Miles & Robinson (1971), which they called

"The General Teaching Model" (in Newman, Frye, Blumenfeld, & Newman, 1974). The emphasis in this approach is on the statement, in measurable terms, of desired outcomes (behavioral objectives).

Provus' (1971) approach falls under this heading but differs in that his evaluation procedures are based on discrepancies between specific or desired standards and actual behavior. He then uses this discrepancy information for feedback to either evaluate or help change the program. Provus puts emphasis on: (A) The statements of program objectives, (B) the people involved such as teacher, student, etc., (C) the method or procedures for obtaining the desired objectives, (D) determining if the desired program is consistent with achieving the stated outcomes; (E) and finally, similar to all decision-making models, he asks if the program achieved its final objective. This last emphasis is considered in terms of cost effectiveness.

The component that Hammond (1969) has added to this process of examining the objectives to see if they were achieved, was the consideration of the instructional methodology and the characteristics of the institution involved.

Metessel & Michael (1967) and Newman & Deitchman (1975) have emphasized that generally, one criterion is not a good estimate of any particular objective or goal since multiple criterion is actually what one is interested in infering to. When using one criterion, especially in a testing situation, the reliability and validity is generally questionable. It is obvious that one can have more confidence when the achievement of a criterion has been demonstrated by multiple estimates, rather than one.

The Judgmental Models:

Scriven, Stake, et al. are representative of this category. The advocates of the "judgmental model" may be seen as different from the "decision-objective" position in that not only are the stated objectives checked to see if they are achieved but also, a primary emphasis is placed on the evaluation of the worthiness of the objective or goal in terms of what types of behaviors they are likely to produce outside of the instructional setting. This is not totally unrelated to the multi-dimensional criterion application as presented by Newman & Deitchman (1975) Newman & Newman (1974), Newman, Vukovich & Newman (1978) and Alkin (1968).

Some key terms that one would be likely to encounter in models under the judgmental classification are: (A) Extrinsic criteria, that is looking at the type of effect that achievement of the goal is likely to have. (B) comparative vs. non-comparative evaluation in which comparative places emphasis on alternative choices. (C) goal-free vs. goal-based evaluation--goal free-will not only look at the intended outcome but also at outcomes that were not stated or anticipated, realizing that goal-free is a supplement to goal-based. The advantage of goal-free evaluation is that it takes blinders off and theoretically increases the overall perception of the effectiveness of the program. (D) descriptive and judgmental acts - descriptive acts are subdivided into descriptive acts which were intended or those which were actually observed. Judgmental acts are divided into standards used in making judgments or the judgments themselves. Emphasis is put on how judgments are made; for example,

by comparison of one program with another or the effects of a program with some standard. A focal point is that the judgmental criterion used be made explicit and public prior to their actual use in an evaluation setting.

Decision-Management Models:

Maybe the best known model that fits this category is the one defined by Stufflebeam, Foley, Gephart, Guba, Hammond, Merriman, & Provus (1971). This category of models assumes that the evaluator and the decision maker are working together. Some of the key terms for this categorization of models revolve around the types of decisions made. Some of these types of decisions are:

A) Homeostatic decisions - These are decisions needed to be made to maintain the status quo.

B) Incremental decisions - These are the decisions involved in improving what already exists.

C) Neomobilistic decisions - These decisions generally deal with changes that require a large significant effort, and resources which are usually focused on a significant problem.

D) Metamorphic decisions - These decisions generally are idealist in nature and require a complete change.

E) Context evaluation - These evaluations identify the problem, describe the environment, and do the need assessment. They also specify the desired outcomes.

F) Input evaluation - This identifies and suggests which resources are necessary for the achievement of the objectives. It also suggests whether these things are available internal to the system or if

one has to go outside of the system.

G) Process evaluation - This analyzes the procedure used to achieve the desired goals. It is also used in a diagnostic manner to identify potential problems, better procedures, etc.

H) Product evaluation - Evaluates the outcome somewhat similar to the "extrinsic criterion" defined earlier. With the emphasis on the product as it specifically relates to the desired goals and the decision making process.

Multiple-Stakeholder Approach:

In this approach to evaluation the evaluator is required to be sensitive to all of special interest groups and individuals who have a stake in evaluation outcome. The problem an evaluator has is that when the goals, objectives, procedures, etc. are developed and implemented, it is possible what is identified as desired outcomes may be interpreted differently by the various interest groups. Since it is highly likely that these various interest groups have different philosophical, theoretical differences the evaluator must take these different interests into account in order for his evaluation to have credibility for the community. This also leads to a practical problem for the evaluator in that the various groups probably need different information which may have to be communicated differentially. If the evaluator does not do that, then the evaluation becomes less useful.

Eichelberger (1978) suggests that the evaluator is ethically responsible for identifying not only what has been done but also

the limitations and assumptions required for meaningful interpretation. Doing this makes the evaluation less likely to be misinterpreted and inappropriately used.

Personnel Involvement: A Motivational and Learning Approach Model:

Newman (1977), et al. takes the position that one characteristically thinks of evaluation as a procedure which, if used at all, is incorporated after a program has been completed. When employed, it is almost always used to gain some estimate of the effectiveness of the program. Needless to say, this is both valuable and appropriate but it doesn't begin to exhaust the potentials of evaluation procedures. They suggest how evaluation procedures can be used in a planning, teaching, and training sense, as well as traditionally, and offer support for this suggestion by presenting data from a demonstration project.

The "General Teaching Model" (GTM), as discussed by Newman, et al., (1974), has four components: objectives, preassessment, instruction, and evaluation. The model was developed by Miles & Robinson (1971) and was based on the earlier work of Popham (1970).

Newman, et al., (1974), defines the evaluation component of this teaching model as follows:

> Evaluation is a continuous process which must be carried on throughout the entire teaching model. Based on the results of evaluation information, feedback is provided to the other components which may influence additions, eliminations, and modifications. . . . Evaluation can help form a realistic picture of what the student can be expected to learn in a given situation. . . . (p.8)

> It is useful to think of three major types of evaluation: formative, summative, and diagnositc. . . . (p.9)

> Another way of looking at evaluation is to think of it as having four functions: . . . evaluation of student achievement, diagnosing learning problems; evaluating instructional procedures and as a guide in developing new programs or modifying existing ones. (p.10)

Based upon the definitions given above, it is obvious that evaluation can serve many purposes. One of these more important but frequently omitted purposes is to serve in the area of teaching and training. Evaluation was used in the demonstration project as a motivator, a teaching device, and an initiator of change, as well as a means of assessment. Evaluation was an integral part of the in-service training model from its inception. Therefore, a mind set was produced in which the planning committee teams created programs which were more easily amenable to assessment. This tended to initiate an atmosphere of accountability which we feel increased the incentive for being more thorough in program development.

The evaluation scheme for this particular demonstration project may be conceived of as having seven interrelated procedural steps. These steps are:

1. Need Assessment - The evaluators felt a need assesment was necessary to identify perceived need deficiencies, which could be dealt with from the onset. This need assessment was developed by sampling and interviewing members of the population which the project was intending to serve.

By being involved in the need assessment, it was felt that the community would perceive the relevency of the needs which they helped

to idenitfy and would be supportive of the project, especially because they were involved in channeling its direction from the very beginning.

2. Identifying Content Area Specialists - Once the general content areas were identified by the need assessment, a committee identified the most effective available personnel to present the material. These individuals were contacted and asked if they would be willing to participate as presenters. Presenters had to be willing to develop a set of specific objectives along with the evaluation team and become an integral part of the evaluation for that segment for which they were responsible. It was explained that the evaluation team would be responsible for all of the technicalities; but the presenters had to be willing to aid in the conceptualization of what they wanted evaluated, and they had to be willing to be evaluated themselves.

3. Development of Specific Content Area - The next step in this evaluation scheme was to have the presenters write their specific objectives. If the presenter did not know how to write objectives stated in measurable terms, then the evaluation team worked with the presenter to help them accomplish this. Once the objectives were developed, the evaluation committee developed an evaluation form which reflected the objectives. The evaluation form was then shown to the presenter to make sure it reflected his or her intent. Quite often, this process had the effect of clarifying, for the presenters, exactly what they wanted to present. It also

required the presenters to consider the effect in terms of behavior they would want their presentation to have on the audience. This thought process has two advantages. It facilitates a more applied approach for the presenter to take and it makes the presentation easier to evaluate. Once the objectives had been revised, they were compared to the goals identified by the need assessment to eliminate any discrepancies.

4. Large Group Presentations - The purpose of the large group presentation was to present a large amount of material to a large audience in a cost-effective manner. It was also used as an advanced organizer for the material that was going to be presented in small groups, and which the audience was going to be asked to apply and implement.

The large group workshops were evaluated in three ways:

A. The audience evaluated the effectiveness of the presenter.

B. The audience evaluated the objectives of each presenter.

C. The presenters evaluated the audience participation and how well the workshop was organized.

The purpose of the three-way evaluation was to identify which presenters were perceived as being effective for use in planning future presentations and to identify which material was perceived as being useful and effective. Doing these evaluations also made the audience more cognizant of the fact that their opinions were valued and taken into consideration for future development. A final aspect at this stage of evaluation was to ask both audience

and presenters for suggestions which would improve future workshops. At all times, everyone was made aware that these evaluations were taken very seriously by the organizers, and it was in everyone's best interest to fill out the evaluations honestly. This point was emphasized.

5. Small Group Presentations - The small group presentations were constructed for the purpose of taking the concept presented on a general level in large groups and making them more concrete and showing how they can be applied to the individual settings.

Again, evaluation was conducted for the purpose of facilitating communication and teaching effectiveness through feedback and modification of existing procedures. The small groups, like the large groups, were evaluated by the audience evaluation of the presenter and the objectives and by the presenters' evaluation of the audience participation and workshop organization. In the small group sessions, there was more opportunity for personal contact which increased motivation and also helped keep the program relevant.

6. On-Site Implementation - The purpose of the implementation component is to take the information gained from the large group and small group sessions and to make them as concrete as possible by implementing them on site. This made the theoretical concepts relevant and it allowed the audience to find out what worked and what didn't work. The same three-way evaluation was employed and served as a feedback loop for modification and future training.

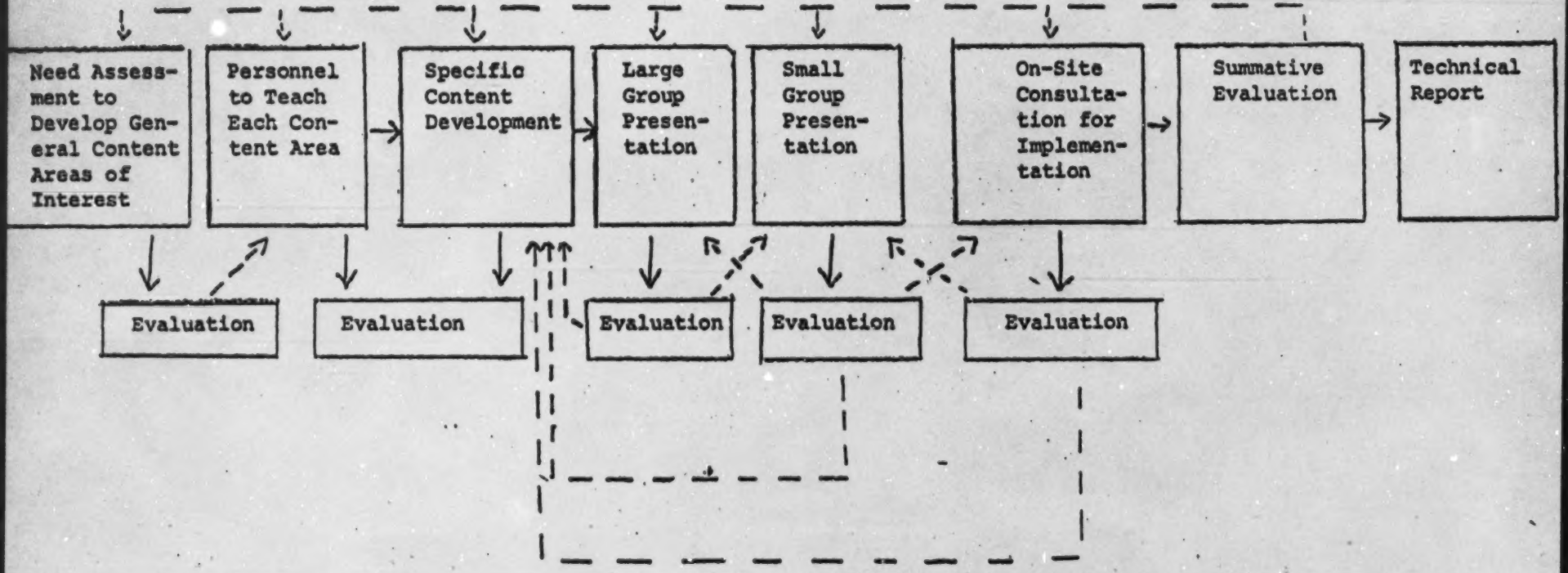
7. Summative Evaluation - This component is done at the end of

each workshop. It is what one generally thinks of when considering evaluation since in this component the entire workshop is evaluated. The summative evaluation was used to assess the relevance of each component as well as the initial need assessment.

This procedure evaluates the goals and objectives as they were stated at the onset of the project and as they were modified by information gained through the feedback loops. It also allows for a post hoc diagnostic view of the procedures and process through the entire project. The information gained from this evaluation component can be invaluable in future training. It provides specific information indicating where there was enough participant input, motivation, relevant objects, implementation effective presentation, etc. This information should produce a sensitivity on the part of the training planners which should result in improved future training.

Schematic Representation of the

Process Evaluation/Training Model



——— Indicates direct evaluation of a specific component

----- Feedback loop and specific use of the information gained from the evaluation

This model was initially incorporated in workshops for twenty-four Title XX day carecenter staff and administrators in Northeastern Ohio. A need assessment was conducted to identify which workshops were desired or needed. Workshops were developed for each identified area using the Personnel Involvement - Motivational and Learning Approach Model.

Generally, the results indicated that the 200 staff members, representing the twenty-four centers, evaluated the workshops content areas extremely positively. All of the presenters were rated very highly on seven of the nine evaluation areas and moderately highly on two others.

The findings also indicated that there were virtually no significant differences between the twenty-four day care centers with their differing programs, nor were there significant differences due to job descriptions, ages of children worked with, number of children in the centers or types of children in the centers.

When developing programs for communities, one needs to be sensitive to the community's perception of and its willingness to accept these programs. Personnel involved in developing and implementing these programs also need to be aware of the community's perceptions. In other words, there has to be a dialogue (communication) between the people being serviced and those doing the servicing to ensure relevancy and acceptability. The personnel involvement evaluation model, as defined in the paper, dealt first with a need assessment which is crucial in facilitating the identification of needs while showing the community that their input is valued and considered

in the development of new projects. The show of respect for their opinion is an important motivator which is likely to increase involvement.

Selecting personnel and staff is another very important area of consideration. A project cannot be successful unless the personnel involved are: competent in the content area, able to communicate, and have respect for the people they are servicing. The personnel have to be willing to be evaluated and help develop the procedures on how they will be evaluated. The purpose of this evaluation is to help keep them in touch with the previously identified needs and goals.

The specific content areas developed for any program have to be evaluated to assure their congruency with the identified needs and to be sure it is presented at the appropriate level for maximum communication. The concepts of large group, small group, and on site consultation are dependent on the specific situation and should be tailor-made to fit it.

A key concept that this model tries to incorporate is that there are multiple stake-holders. That is, there are a variety of needs and interests that each program attempts to satisfy. Since there are differences, there will also most probably be discrepancies in what is expected as desirable outcomes. (There, quite often, multiple criterion are needed.) The differences in expectations must be made public early in the development of a program and be dealt with openly and honestly. That is one of the major purposes of the continuous evaluation feedback loop in the model.

The authors feel that when dealing in the community context, the evaluator and the evaluation have multifacted purposes. Since every community is different and even in the same community things change over time, when running a program, one has to continually attempt to identify what is and what is perceived as relevant. If this is not done, programs and personnel involved in those programs can lose their credibility.

This Personnel Involvement Evaluation/Training Model facilitated communication, participation, and involvement of a highly diverse multidiscipline group. This group consisted of developmental psychologists, educational psychologists, early childhood educators, home economists, day care specialists, people from the welfare department, and a variety of funding agencies.

It was felt that the high degree of the workshop's success, the high degree of motivation, the effectiveness and willingness to implement the information presented, was in a large part due to the model that was used in the development and evaluation of the workshops.

The model presented in this paper was specifically developed for community day-care centers. However, due to the stress placed on a high degree personnel involvement, need assessments for relevancy, and evaluation feedback for more effective training, the authors feel that this model has a great deal of practical applicability for a wide range of community service programs.

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